DOCUMENT RESUME

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ABSTRACT

Presented is the sixth of 1' instructional kits, on psychological and physiological assessment techniques, for a performance based teacher education program which was developed by Project CHILD, a research effort to validate identification, intervention, and teacher education programs for language handicapped children. Included in the kit are directions for preassessment tasks for six performance objectives, a listing of the performance objectives (such as administering, scoring, and interpreting two batteries of tests), instructions for five learning experiences (such as studying test manuals and practicing test administration), a checklist for self-evaluation for each of the performance objectives, and guidelines for proficiency assessment of each objective. (DB)

PROJECT CHILD

Ten Kit 6

TEXAS EDUCATION AGENCY

AUSTIN, TEXAS

TEN KIT 6

TITLE: Psychological and Physiological Assessment Techniques

APPROXIMATE TIME TO COMPLETE: 40 Hours

MATERIALS TO PURCHASE: None

INTRODUCTION:

The Psychological and Physiological Assessment Kit was developed to acquaint the student with psychological instruments and medical techniques utilized in the mental and physical evaluation of LD children. Upon completion of this kit the student should be better able to understand and interpret test results in terms of practical teaching procedures for individual LD children.

PREASSESSMENT

Each package in this curriculum is initiated with a measure of the learner's knowledge and skills pertinent to that package. This is referred to as pre-assessment and is designed to determine your proficiency in each of the objectives established for the package. Depending upon the levels of behavior required by the objectives, preassessment may range from a matching quiz, through an interview with the instructor, to analysis of a video-taped classroom situation.

You should read the performance objectives stated for this kit and decide whether you feel proficient in any of the behaviors required. It is your option to request preassessment on each of the objectives in which you feel you are already proficient. For each objective there is a preassessment exercise, allowing the instructor to determine precisely which learning experiences you should complete. For example, if six objectives are prescribed for the kit and you request the preassessment exercises on four of the objectives, you will be required to complete the learning experiences for the two objectives in which you did not request preassessment. For the four objectives on which you requested preassessment, you will be required to complete only those learning experiences for the objectives on which you did not meet the proficiency required.

TEN KIT 6

Psychological and Physiological Assessment Techniques

PREASSESSMENT

Performance Objective 1

The student will perform at the 90 percent level of proficiency on a test requiring the matching of subtest names with descriptions on what the subtests of the Wechsler Intelligence Scale for Children (WISC) measures.

TEN KIT 6

Psychological and Physiological Assessment Techniques

PREASSESSMENT

Performance Objective 1 — Matching Test Over the WISC

Name _____ Date _____

Write the number of the WISC subtest in the blank beside the description of what the subtest measures.

1. Object assembly	____ measures the child's visual-motor dexterity and pencil manipulation skills
2. Similarities	____ measures the child's knowledge of familiar objects and his ability to visually discriminate between essential and non-essential characteristics
3. Arithmetic	____ measures the child's ability to use, in socially acceptable ways, the general information he has obtained from his environment. It is a measure of common sense, judgment, reasoning and verbal expression.
4. Information	____ measures the child's ability to perceive, analyze, synthesize, and reproduce abstract designs. Visual-motor coordination is also involved in performing on this subtest.
5. Comprehension	____ measures the child's ability to see basic, essential relationships between the ideas and facts he has obtained from his environment
6. Block Design	____ measures the child's ability to arrange socially orientated pictures into a logical sequence

TEN KIT 6, Psychological and Physiological Assessment Techniques, Preassessment, Performance Objective 1

7. Coding	____ measures the child's visual perception and ability to synthesize concrete visual forms. Success on this subtest requires anticipation of part-whole relationships.
8. Picture Arrangement	____ measures immediate auditory recall and attention span
9. Picture Completion	____ is probably one of the best individual measures of general intelligence. It reflects a child's level of education and environment. It measures abstract thinking, ability to learn, fund of information, and language development.
10. Digit Span	____ measures a child's general fund of information abstracted from his environment
11. Vocabulary	____ measures the child's cognitive development through his manipulation of numbers and numerical operations

TEN KIT 6

Psychological and Physiological Assessment Techniques

PREASSESSMENT

Performance Objective 1 — Matching Test Over the WISC

Write the number of the WISC subtest in the blank beside the description of what the subtest measures.

1. Object Assembly	7 measures the child's visual-motor dexterity and pencil manipulation skills
2. Similarities	9 measures the child's knowledge of familiar objects and his ability to visually discriminate between essential and non-essential characteristics
3. Arithmetic	5 measures the child's ability to use, in socially acceptable ways, the general information he has obtained from his environment. It is a measure of common sense, judgment, reasoning and verbal expression.
4. Information	6 measures the child's ability to perceive, analyze, synthesize and reproduce abstract designs. Visual-motor coordination is also involved in performing on this subtest.
5. Comprehension	2 measures the child's ability to understand basic, essential relationships between the ideas and facts he has obtained from his environment
6. Block Design	8 measures the child's ability to arrange socially orientated pictures into a logical sequence
7. Coding	1 measures the child's visual perception and ability to synthesize concrete visual forms. Success on this subtest requires anticipation of part-whole relationships.
8. Picture Arrangement	10 measures immediate auditory recall and attention span

9. Picture Completion

10. Digit Span

11. Vocabulary

11 is probably one of the best individual measures of general intelligence. It reflects a child's level of education and environment. It measures abstract thinking, ability to learn, fund of information, and language development.

4 measures a child's general fund of information abstracted from his environment

3 measures the child's cognitive development through his manipulation of numbers and numerical operations

TEN KIT 6

Psychological and Physiological Assessment Techniques

PREASSESSMENT

Performance Objective 2

The student will perform at the 90 percent level of proficiency on a test requiring the matching of the subtest names of the Illinois Test of Psycholinguistic Abilities (ITPA) with descriptions of what the subtest measures.

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Psychological and Physiological Assessment Techniques

PREASSESSMENT

Performance Objective 2 — Matching Test for the ITPA

Name _____ Date _____

Write the number of the ITPA subtest in the blank beside the description of what the subtest measures.

1. Manual Expression	____ measures the child's ability to understand and derive meaning from what is seen--symbols, written words, pictures
2. Sound Blending	____ measures the child's ability to synthesize the separate parts of a word into an integrated whole
3. Verbal Expression	____ measures the child's ability to understand and derive meaning from verbally presented material
4. Visual-motor Association	____ measures the child's ability to recall and accurately reproduce a sequence of nonmeaningful visual stimuli
5. Auditory-vocal Association	____ measures the child's ability to perceive the whole picture from an incomplete visual presentation
6. Visual Sequential Memory	____ measures the child's ability to develop automatic habits for handling syntax and grammar inflections
7. Grammatic Closure	____ measures the child's ability to relate and organize visual symbols in a meaningful way

8. Visual Closure	____measures the child's ability to remember and accurately repeat a sequence of nonmeaningful auditory stimuli
9. Auditory Closure	____measures the child's ability to express his own concepts verbally
10. Auditory Reception	____measures the child's ability to express ideas in meaningful gestures
11. Visual Reception	____measures the child's ability to relate and organize spoken words or concepts in a meaningful way
12. Auditory Sequential Memory	____measures the child's ability to produce a complete word from an incomplete auditory presentation

TEN KIT 6

Psychological and Physiological Assessment Techniques

PREASSESSMENT

Performance Objective 2 — Matching Test for the ITPA

Write the number of the ITPA subtest in the blank beside the description of what the subtest measures.

1. Manual Expression	11	measures the child's ability to understand and derive meaning from what is seen--symbols, written words, pictures
2. Sound Blending	2	measures the child's ability to synthesize the separate parts of a word into an integrated whole
3. Verbal Expression	10	measures the child's ability to understand and derive meaning from verbally presented material
4. Visual-motor Association	6	measures the child's ability to recall and accurately reproduce a sequence of nonmeaningful visual stimuli
5. Auditory-vocal Association	8	measures the child's ability to perceive the whole picture from an incomplete visual presentation
6. Visual Sequential Memory	7	measures the child's ability to develop automatic habits for handling syntax and grammatic inflections
7. Grammatic Closure	4	measures the child's ability to relate and organize visual symbols in a meaningful way

8. Visual Closure	12	measures the child's ability to remember and accurately repeat a sequence of non-meaningful auditory stimuli
9. Auditory Closure	3	measures the child's ability to express his own concepts verbally
10. Auditory Reception	1	measures the child's ability to express ideas in meaningful gestures
11. Visual Reception	5	measures the child's ability to relate and organize spoken words or concepts in a meaningful way
12. Auditory Sequential Memory	9	measures the child's ability to produce a complete word from an incomplete auditory presentation

TEN KIT 6

Psychological and Physiological Assessment Techniques

PREASSESSMENT

Performance Objective 3

The student will perform at the 90 percent level of proficiency on a test requiring the matching of specific areas of the cerebral cortex with specific types of agnosia and aphasia and tests of agnosia, apraxia, and aphasia with the method of their performance.

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Psychological and Physiological Assessment Techniques

PREASSESSMENT

Performance Objective 3 — Matching Test

Name _____ Date _____

A. Match the four types of agnosia listed below to the four cerebral areas affected in each type of agnosia by writing the correct number in the blank:

Type of Agnosia	Affected Cerebral Area
1. visual	____ occipital lobe
2. tactile	____ temporal lobe (lateral and superior portions)
3. auditory	____ parietal lobe
4. body parts and relationships	____ parietal lobe (postero-inferior regions)

B. Match the four types of aphasia listed below to the four brain areas involved by writing the correct number in the blank:

Type of Aphasia	Brain Area Involved
1. auditory-receptive	____ posterior frontal area
2. visual-receptive	____ inferior posterior frontal areas
3. expressive speaking	____ parieto-occipital area
4. expressive writing	____ temporal lobe

C. Match the test for agnosia, apraxia, and aphasia listed below to the description of how they are performed by filling in the blanks with the correct numbers:

Test For	How Performed
1. Visual object recognition	____ Ask the patient to identify familiar sounds with his eyes closed.
2. Motor speech	____ Can the patient identify left and right and body parts?

3.	Volitional speech	_____ Ask the patient to identify familiar objects such as a pencil or paper clip visually.
4.	Automatic speech	_____ Ask the patient to verbally reproduce sounds and phrases such as "ba-ba," "I like to read" and increasingly difficult ones. Observe his conversation for abnormal word usage.
5.	Writing	_____ Is the patient able to answer questions appropriately?
6.	Sound recognition	_____ Can the patient answer questions and carry out instructions?
7.	Recognition of body parts and sidedness	_____ Can he perform motor acts such as using a pencil, closing a safety pin, etc.?
8.	Auditory-verbal comprehension	_____ Ask the patient to read a few sentences and explain what he has read. If he cannot talk. write out instructions for him to carry out.
9.	Performance of skilled motor acts	_____ Ask him to repeat familiar series such as days of the week, seasons, or months.
10.	Visual-verbal comprehension	_____ Ask the patient to write his own name and address, telephone number, and a simple sentence. Then ask him to write the name of an object with his eyes open and with his eyes closed.

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Psychological and Physiological Assessment Techniques

PREASSESSMENT

Performance Objective 3 — Matching Test

A. Match the four types of agnosia listed below to the four cerebral areas affected in each type of agnosia by writing the correct number in the blank:

Type of Agnosia	Affected Cerebral Area
1. visual	__1__ occipital lobe
2. tactile	__3__ temporal lobe (lateral and superior portions)
3. auditory	__2__ parietal lobe
4. body parts and relationships	__4__ parietal lobe (postero-inferior regions)

B. Match the four types of aphasia listed below to the four brain areas involved by writing the correct number in the blank:

Type of Aphasia	Brain Area Involved
1. auditory-receptive	__4__ posterior frontal area
2. visual-receptive	__3__ inferior posterior frontal areas
3. expressive speaking	__2__ parieto-occipital area
4. expressive writing	__1__ temporal lobe

C. Match the test for agnosia, apraxia, and aphasia listed below to the description of how they are performed by filling in blanks with the correct numbers:

Test For	How Performed
1. Visual object recognition	__6__ Ask the patient to identify familiar sounds with his eyes closed.
2. Motor speech	__7__ Can the patient identify left and right and body parts?

TEN KIT 6, Psychological and Physiological Assessment Techniques, Preassessment, Performance Objective 3

3.	Volitional speech	1 Ask the patient to identify familiar objects such as a pencil or paper clip visually.
4.	Automatic speech	2 Ask the patient to verbally reproduce sounds and phrases such as "ba-ba," "I like to read" and increasingly difficult ones. Observe his conversation for abnormal word usage.
5.	Writing	3 Is the patient able to answer questions appropriately?
6.	Sound recognition	8 Can the patient answer questions and carry out instructions?
7.	Recognition of body parts and sidedness	9 Can he perform motor acts such as using a pencil, closing a safety pin, etc.?
8.	Auditory-verbal comprehension	10 Ask the patient to read a few sentences and explain what he has read. If he cannot talk, write out instructions for him to carry out.
9.	Performance of skilled motor acts	4 Ask him to repeat familiar series such as days of the week, seasons, or months.
10.	Visual-verbal comprehension	5 Ask the patient to write his own name and address, telephone number, and a simple sentence. Then ask him to write the name of an object with his eyes open and with his eyes closed.

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Psychological and Physiological Assessment Techniques

PREASSESSMENT

Performance Objective 4

The student will administer and score one battery of tests including a WISC, Beery Test of Visual Motor Integration, revised ITPA, and Wide Range Achievement Test at the 90 percent level of proficiency in the scoring of the individual tests. Each of these tests, test forms, and a stop watch will be checked out from the teacher supervisor. Obtaining test subjects will be the responsibility of the student. Once the tests have been administered and scored, they should be transmitted to the teacher supervisor.

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Psychological and Physiological Assessment Techniques

PREASSESSMENT

Performance Objective 4

The student's report should be evaluated on the basis of the administration and scoring of the WISC, ITPA, Beery Test of Visual Motor Integration, and Wide Range Achievement Test using the individual manuals for each test. The teacher supervisor should refer to these individual manuals for correct methods of administration and scoring.

On the WISC the teacher supervisor can evaluate on the basis of the 10 subtests plus Digit Span, Performance Scale Score, Verbal Scale Score, and Full Scale Score. Thus, each of these scores will be worth 7 points in determining proficiency.

On the ITPA the 12 subtests, the Child's Mean Scaled Score, and Psycholinguistic Age should be evaluated with each being worth 7 points.

On the Wide Range Achievement Test the student should be evaluated on the correct scoring in arithmetic, spelling, and reading of grade level, scaled score, and percentile. Thus, each of these nine scores will be worth ten points.

On the Beery Developmental Test of Visual-Motor Integration the student's correct scoring of each design, calculation of the subject's exact age in years and months, correct VMI Raw Score, and correct VMI Age Equivalent will be used to determine proficiency. For example, if the subject draws 7 designs before reaching a ceiling, then these 7 designs, age, VMI Raw Score, and VMI Age Equivalent will each be worth 10 points. The more designs the subject draws and the student correctly scores, the less the number of points each will be worth.

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Psychological and Physiological Assessment Techniques

PREASSESSMENT

Performance Objective 5

The student will check out a psychological evaluation of an LD child from the teacher supervisor and write an analysis of the report including the following:

a. Valid and invalid test data and interpretations

b. False assumptions

Once the analysis of the report has been completed, it should be submitted to the teacher supervisor for evaluation.

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Psychological and Physiological Assessment Techniques

PREASSESSMENT

Performance Objective 5

1. The student should identify the following errors in the raw data (WISC Record Form) at the 90 percent level of proficiency:

   a. Birthdate computed wrong

   b. Digit Span raw score incorrectly transferred (4 instead of 8)

   c. Information raw score 12 rather than 11

   d. Vocabulary numbers 10, 12, 18 incorrectly scored, and number 24 should not be included as 5 errors have been made. Correct score is 24.

   e. Picture Completion should be 10 because 5 errors were made before number 7.

   f. Picture Arrangement number 6 is correct; therefore, examiner should have continued.

   g. Correct Verbal Scale Score should be 87 rather than 77.

   h. Correct Performance Scale Score should be 100 rather than 96.

   i. Full Scale Score should be 93 rather than 85.

2. The student should identify the following errors in the report of the WISC at the 90 percent level of proficiency:

   a. Variability is extreme--not slight--between verbal subtests.

   b. Judgment and informational resources established weaknesses.

   c. Vocabulary and Similarities were severely rather than slightly depressed.

d. Skill on Block Design was not limited.

e. Errors of 4 1/2 years M. A. should be 14 1/2.

f. All summarizing conclusions were incorrect.

NOTE: Each of the identified errors is worth 5 points; therefore, missing more than two errors will lower proficiency below the 90 percent requirement. If the student fails to perform at the 90 percent level of proficiency, he should proceed to the appropriate learning experiences.

TEN KIT 6

Psychological and Physiological Assessment Techniques

PREASSESSMENT

Performance Objective 6

(The student should not be allowed to take this Preassessment unless he has successfully completed the Preassessment for the other Performance Objectives for this kit.)

The student should describe in narrative form the advantages of having a psychological and physical evaluation of a child in educational planning to meet his individual needs.

NOTE: This is an affective objective and will not be used to assess proficiency level for this kit; however, the student will be required to develop the specified narrative and discuss it with his teacher supervisor.

TCN KIT 6

Psychological and Physiological Assessment Techniques

PERFORMANCE OBJECTIVES

After completing the Psychological and Physiological Kit, the student will:

1. Demonstrate his knowledge of testing instruments by performing at the 90 percent level of proficiency on a test requiring the matching of the subtest names of the Wechsler Intelligence Scale for Children (WISC) with descriptions of what the subtest is measuring.

2. Demonstrate his knowledge of testing instruments by performing at the 90 percent level of proficiency on a test requiring the matching of the subtest names of the Illinois Test of Psycholinguistic Abilities (ITPA) with descriptions of what the subtest is measuring.

3. Demonstrate his knowledge of a neurological evaluation by performing at the 90 percent level of proficiency on a teacher made test requiring the matching of specific areas of the cerebral cortex with specific types of agnosia and aphasia and tests for agnosia, apraxia and aphasia with the method of their performance.

4. Apply his knowledge of testing instruments by administering, scoring, and interpreting two batteries of tests including a WISC, Beery Test of Visual Motor Integration, revised ITPA, and WRAT at a 90 percent level of accuracy in the scoring of the individual tests.

5. Analyze a psychological evaluation of an LD child by listing false assumptions and listing valid and invalid test data and interpretations at a 90 percent level of proficiency.

6. Respond by describing in narrative form the advantages of having a psychological and physical evaluation of a child in educational planning to meet his individual needs.

   NOTE: This is an affective objective and will not be used to assess proficiency level for this kit; however, the student will be required to develop the specified narrative and discuss it with his teacher supervisor.

TEN KIT 6

Psychological and Physiological Assessment Techniques

LEARNING EXPERIENCE 1

1. Read the following references and observe the self evaluation suggestions. (Performance Objective 1)

   Wechsler, D., WISC Manual, Wechsler Intelligence Scale for Children, Psychological Corporation, New York, 1946.

2. Read pages 36-102 of the following reference:

   Glasser, Alan J. and Irla Lee Zimmerman, Clinical Interpretation of the Wechsler Intelligence Scale for Children, Grune and Stratton, New York, 1968.

   Glasser and Zimmerman discuss the 12 subtests of the WISC. Read very carefully the section "What the Test Measures" under each subtest.

3. Upon completion of this reading assignment, students should be able to describe what each subtest measures.

4. Work with a fellow student taking turns naming a subtest of the WISC and requiring the other student to describe what the test is measuring.

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Psychological and Physiological Assessment Techniques

LEARNING EXPERIENCE 2

Read pages 9-13 of the following reference. (Performance Objective 2)

1. Kirk, Samuel A., J. J. McCarthy, and W. D. Kirk, Examiner's Manual Illinois Test of Psycholinguistic Abilities, Board of Trustees of the University of Illinois, 1969.

   Kirk, McCarthy, and Kirk describe each of the 12 subtests of the Revised ITPA and discuss the functions each subtest measures.

2. Upon completion of this reading assignment, students should be able to name and discuss the functions each subtest measures.

3. Work with a fellow student taking turns naming a subtest of the ITPA and requiring the other student to describe what the test is measuring.

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Psychological and Physiological Assessment Techniques

LEARNING EXPERIENCE 3

1. Read the following reference:

   DeJong, Russell N., et al, Essentials of the Neurological Examination, Smith, Kline, and French Laboratories, 1968.

   Read this entire booklet giving particular attention to the types of aphasia and agnosia, specific brain areas affected, and tests to determine the presence or absence of specific types of aphasia and agnosia.

2. Schedule the following film with your teacher supervisor.

   "Essentials of the Neurological Examination," Smith,Kline, and French Laboratories.

   Particular attention should be given to the types of aphasia and agnosia, specific brain areas affected, and tests to determine the presence or absence of specific types of aphasia and agnosia. (Performance Objective 3)

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Psychological and Physiological Assessment Techniques

LEARNING EXPERIENCE 4

1. Read pages 1-35 of the following reference. (Performance Objective 4)

   Glasser, Alan J., and Irla Lee Zimmerman, Clinical Interpretation of the Wechsler Intelligence Scale for Children (WISC), Grune and Stratton, New York, 1968.

2. Practice administering the WISC three times using fellow students or anyone avialable as subjects. It will be the responsibility of the student to secure his testing subjects. Score test results and schedule a conference with the teacher supervisor to check results. Tests, test forms, and a stop watch can be checked out from the teacher supervisor. (Performance Objective 4)

3. Read the manual for the Illinois Test of Psycholinguistic Abilities. Practice administering the Revised ITPA three times using fellow students or anyone available as subjects. It will be the responsibility of the student to secure his testing subjects. Score test results and schedule a conference with the teacher supervisor to check results. Tests, test forms, and a stop watch can be checked out from the teacher supervisor. (Performance Objective 4)

4. Read the manual for the Wide Range Achievement Test. Practice administering the Wide Range Achievment Test three times to fellow students or children. It will be the responsibility of the student to secure his testing subjects. Score test results and schedule a conference with the teacher supervisor to check results. Tests and test forms can be checked out from the teacher supervisor. (Performance Objective 4)

5. Read the manual for the Beery Visual Motor Integration Test. Practice administering the Beery Visual Motor Integration Test three times using fellow students or anyone available as subjects. It will be the responsibility of the student to secure his own testing subjects. Score test results and schedule a conference with the teacher supervisor to check results. Tests and test forms can be checked out from the teacher supervisor. (Performance Objective 4)

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Psychological and Physiological Assessment Techniques

LEARNING EXPERIENCE 5

After completing Learning Experience 4 the student should review the WISC manual as well as the Glasser and Zimmerman Clinical Interpretation of the Wechsler Intelligence Scale for Children (WISC) to clarify questions as to the administration, scoring, and interpretation of the WISC. (Performance Objective 5)

SELF EVALUATION

The learning experiences in this kit are accompanied by a self evaluation checklist. These are provided so that you may study a given performance objective, complete the learning experience(s) designed for that objective and determine for yourself whether you have completed the assignment satisfactorily. The primary purpose of self evaluation is to allow you to review your own progress before requesting the proficiency assessment exercises for the kit. After you have completed the learning experiences assigned to you for this kit, you should request the self evaluation checklist. Review the checklist carefully; if there are any indications that you have not completed a learning experience satisfactorily, either go back to the learning experience for a review or schedule a conference with your teacher supervisor. If your response to the checklist indicates satisfactory completion of all the learning experiences, schedule proficiency assessment.

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Psychological and Physiological Assessment Techniques

SELF EVALUATION

The student should review the tangible outcomes of the learning experiences before determining whether he should take the proficiency assessment. He should use the following checklist to determine when he should schedule the proficiency assessment for each performance objective:

Performance Objective 1

YES NO

___ ___ 1. Can I describe the functions each subtest of the WISC measures?

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Psychological and Physiological Assessment Techniques

SELF EVALUATION

The student should review the tangible outcomes of the learning experiences before determining whether he should take the proficiency assessment. He should use the following checklist to determine when he should schedule the proficiency assessment for each performance objective:

Performance Objective 2

YES NO

___ ___ 1. Can I describe the functions each subtest of the ITPA measures?

TEN KIT 6

Psychological and Physiological Assessment Techniques

SELF EVALUATION

The student should review the tangible outcomes of the learning experiences before determining whether he should take the proficiency assessment. He should use the following checklist to determine when he should schedule the proficiency assessment for each performance objective:

Performance Objective 3

Yes	No		
___	___	1.	Can I match the types of aphasia and agnosia with the specific brain areas affected as described in Reading Reference 3?
___	___	2.	Can I match the tests for agnosia, apraxia, and aphasia with the method of their performance?

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Psychological and Physiological Assessment Techniques

SELF EVALUATION

The student should review the tangible outcomes of the learning experiences before determining whether he should take the proficiency assessment. He should use the following checklist to determine when he should schedule the proficiency assessment for each performance objective.

Performance Objective 4

Yes	No	
___	___	1. Have I satisfactorily completed Learning Experience 4?

TEN KIT 6

Psychological and Physiological Assessment Techniques

SELF EVALUATION

The student should review the tangible outcomes of the learning experiences before determining whether he should take the proficiency assessment. He should use the following checklist to determine when he should schedule the proficiency assessment for each performance objective.

Performance Objective 5

Yes	No	
___	___	1. Have I completed Learning Experiences 4 and 5 and Proficiency Assessment 4 to the satisfaction of my instructor?

PROFICIENCY ASSESSMENT

When you have completed each of the learning experiences assigned to you for this kit and through the self evaluation procedures have determined that you achieved the intended results, you should request your instructor to assess your proficiency in the performance objectives stated at the beginning of this kit.

Although proficiency assessment may take any one of many forms, it always has the single purpose of measuring your attainment of the performance objectives for which the kit is planned. Thus, it is structured to assess all of and only those behaviors stated in the objectives.

TEN KIT 6

Psychological and Physiological Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 1

The student will perform at the 90 percent level of proficiency on a test requiring the matching of subtest names with descriptions of what the subtests of the WISC measure.

TEN KIT 6

Psychological and Physiological Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 1 — Matching Test Over the WISC

Name _____ Date _____

Write the number of the WISC subtest in the blank beside the description of what the subtest measures.

1. Object Assembly	____ measures the child's visual-motor dexterity and pencil manipulation skills
2. Similarities	____ measures the child's knowledge of familiar objects and his ability to visually discriminate between essential and non-essential characteristics
3. Arithmetic	____ measures the child's ability to use, in socially acceptable ways, the general information he has obtained from his environment. It is a measure of common sense, judgment, reasoning and verbal expression.
4. Information	____ measures the child's ability to perceive, analyze, synthesize and reproduce abstract designs. Visual-motor coordination is also involved in performing on this subtest.
5. Comprehension	____ measures the child's ability to understand basic, essential relationships between the ideas and facts he has obtained from his environment
6. Block Design	____ measures the child's ability to arrange socially orientated pictures into a logical sequence

TEN KIT 6, Psychological and Physiological Assessment Techniques, Proficiency Assessment, Performance Objective 1

7. Coding	____ measures the child's visual perception and ability to synthesize concrete visual forms. Success on this subtest requires anticipation of part-whole relationships.
8. Picture Arrangement	____ measures immediate auditory recall and attention span
9. Picture Completion	____ is probably one of the best individual measures of general intelligence. It reflects a child's level of education and environment. It measures abstract thinking, ability to learn, fund of information, and language development.
10. Digit Span	____ measures a child's general fund of information abstracted from his environment
11. Vocabulary	____ measures the child's cognitive development through his manipulation of numbers and numerical operations

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Psychological and Physiological Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 1 Matching Test over the WISC

Write the number of the WISC subtest in the blank beside the description of what the subtest measures.

1. Object Assembly	7	measures the child's visual-motor dexterity and pencil manipulation skills
2. Similarities	9	measures the child's knowledge of familiar objects and his ability to visually discriminate between essential and nonessential characteristics
3. Arithmetic	5	measures the child's ability to use, in socially acceptable ways the general information he has obtained from his environment. It is a measure of common sense, judgment, reasoning and verbal expression.
4. Information	6	measures the child's ability to perceive, analyze, synthesize and reproduce abstract designs. Visual-motor coordination is also involved in performing on this subtest.
5. Comprehension	2	measures the child's ability to understand basic, essential relationships between the ideas and facts he has obtained from his environment
6. Coding	8	measures the child's visual perception and ability to synthesize concrete visual forms. Success on this subtest requires anticipation of part-whole relationships.

TEN KIT 6, Psychological and Physiological Assessment Techniques, Proficiency Assessment, Performance Objective 1

7. Coding	1	measures the child's visual perception and ability to synthesize concrete visual forms. Success on this subtest requires anticipation of part-whole relationships
8. Picture Arrangement	10	measures immediate auditory recall and attention span
9. Picture Completion	11	is probably one of the best individual measures of general intelligence. It reflects a child's level of education and environment. It measures abstract thinking, ability to learn, fund of information, and language development.
10. Digit Span	4	measures a child's general fund of information abstracted from his environment
11. Vocabulary	3	measures the child's cognitive development through his manipulation of numbers and numerical operations

TEN KIT 6

Psychological and Physiological Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 2

The student will perform at the 90 percent level of proficiency on a test requiring the matching of the subtest names of the ITPA with descriptions of what the subtests measure.

TEN KIT 6

Psychological and Physiological Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 2

Matching Test for the ITPA

Name_____ Date_____

Write the number of the ITPA subtest in the blank beside the description of what the subtest measures.

1. Manual Expression	_____measures the child's ability to understand and derive meaning from what is seen--symbols, written words, pictures
2. Sound Blending	_____measures the child's ability to synthesize the separate parts of a word into an integrated whole
3. Verbal Expression	_____measures the child's ability to understand and derive meaning from verbally presented material
4. Visual-motor Association	_____measures the child's ability to recall and accurately reproduce a sequence of nonmeaningful visual stimuli
5. Auditory-vocal Association	_____measures the child's ability to perceive the whole picture from an incomplete visual presentation
6. Visual Sequential Memory	_____measures the child's ability to develop automatic habits for handling syntax and grammar inflections
7. Grammatic Closure	_____measures the child's ability to relate and organize visual symbols in a meaningful way
8. Visual Closure	_____measures the child's ability to remember and accurately repeat a sequence of nonmeaningful auditory stimuli
9. Auditory Closure	_____measures the child's ability to express his own concepts verbally

10. Auditory Reception	_____ measures the child's ability to express ideas in meaningful gestures
11. Visual Reception	_____ measures the child's ability to relate and organize spoken words or concepts in a meaningful way
12. Auditory Sequential Memory	_____ measures the child's ability to produce a complete word from an incomplete auditory presentation

TEN KIT 6

Psychological and Physiological Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 2

Matching Test for the ITPA

1. Manual Expression	11	measures the child's ability to understand and derive meaning from what is seen--symbols, written words, pictures
2. Sound Blending	2	measures the child's ability to synthesize the separate parts of a word into an integrated whole
3. Verbal Expression	10	measures the child's ability to understand and derive meaning from verbally presented material
4. Visual-motor Association	6	measures the child's ability to recall and accurately reproduce a sequence of nonmeaningful visual stimuli
5. Auditory-vocal Association	8	measures the child's ability to perceive the whole picture from an incomplete visual presentation
6. Visual Sequential Memory	7	measures the child's ability to develop automatic habits for handling syntax and grammatic inflections
7. Grammatic Closure	4	measures the child's ability to relate and organize visual symbols in a meaningful way
8. Visual Closure	12	measures the child's ability to remember and accurately repeat a sequence of nonmeaningful auditory stimuli
9. Auditory Closure	3	measures the child's ability to express his own concepts verbally

10. Auditory Reception	1	measures the child's ability to express ideas in meaningful gestures
11. Visual Reception	5	measures the child's ability to relate and organize spoken words or concepts in a meaningful way
12. Auditory Sequential Memory	9	measures the child's ability to produce a complete word from an incomplete auditory presentation

TEN KIT 6

Psychological and Physiological Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 3

The student will perform at the 90 percent level of proficiency on a test requiring the matching of specific areas of the cerebral cortex with specific types of agnosia and aphasia and tests of agnosia, apraxia, and aphasia with the method of their performance.

TEN KIT 6

Psychological and Physiological Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 3 — Matching Test

Name _____ Date _____

A. Match the four types of agnosia listed below to the four cerebral areas affected in each type of agnosia by writing the correct number in the blank:

Type of Agnosia	Affected Cerebral Area
1. visual	____ occipital lobe
2. tactile	____ temporal lobe (lateral and superior portions)
3. auditory	____ parietal lobe
4. body parts and relationships	____ parietal lobe (postero-inferior regions)

B. Match the four types of aphasia listed below to the four brain areas involved by writing the correct number in the blank:

Type of Aphasia	Brain Area Involved
1. auditory-receptive	____ posterior frontal area
2. visual-receptive	____ inferior posterior frontal areas
3. expressive speaking	____ parieto-occipital area
4. expressive writing	____ temporal lobe

C. Match the test for agnosia, apraxia, and aphasia listed below to the description of how they are performed by filling in the blanks with the correct numbers:

Test For	How Performed
1. Visual object recognition	____ Ask the patient to identify familiar sounds with his eyes closed.

2.	Motor speech	Can the patient identify left and right and body parts?
3.	Volitional speech	Ask the patient to identify familiar objects such as a pencil or paper clip visually.
4.	Automatic speech	Ask the patient to verbally reproduce sounds and phrases such as "ba-ba," "I like to read" and increasingly difficult ones. Observe his conversation for abnormal word usage.
5.	Writing	Is the patient able to answer questions appropriately?
6.	Sound recognition	Can the patient answer questions and carry out instructions?
7.	Recognition of body parts and sidedness	Can he perform motor acts such as using a pencil, closing a safety pin, etc.?
8.	Auditory-verbal comprehension	Ask the patient to read a few sentences and explain what he has read. If he cannot talk, write out instructions for him to carry out.
9.	Performance of skilled motor acts	Ask him to repeat familiar series such as days of the week, seasons, or months.
10.	Visual-verbal comprehension	Ask the patient to write his own name and address, telephone number, and a simple sentence. Then ask him to write the name of an object with his eyes open and with his eyes closed.

TEN KIT 6

Psychological and Physiological Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 3 — Matching Test

Name _____ Date _____

A. Match the four types of agnosia listed below to the four cerebral areas affected in each type of agnosia by writing the correct number in the blank:

Type of Agnosia	Affected Cerebral Area
1. visual	1 occipital lobe
2. tactile	3 temporal lobe (lateral and superior portions)
3. auditory	2 parietal lobe
4. body parts and relationships	4 parietal lobe (postero-inferior regions)

B. Match the four types of aphasia listed below to the four brain areas involved by writing the correct number in the blank:

Type of Aphasia	Brain Area Involved
1. auditory-receptive	4 posterior frontal area
2. visual-receptive	3 inferior posterior frontal areas
3. expressive speaking	2 parieto-occipital area
4. expressive writing	1 temporal lobe

C. Match the test for agnosia, apraxia, and aphasia listed below to the description of how they are performed by filling in the blanks with the correct numbers:

Test For	How Performed
1. Visual object recognition	6 Ask the patient to identify familiar sounds with his eyes closed.

2. Motor speech	4	Can the patient identify left and right and body parts?
3. Volitional speech	1	Ask the patient to identify familiar objects such as a pencil or paper clip visually.
4. Automatic speech	2	Ask the patient to verbally reproduce sounds and phrases such as "ba-ba" "I like to read" and increasingly difficult ones. Observe his conversation for abnormal word usage.
5. Writing	3	Is the patient able to answer questions appropriately?
6. Sound recognition	8	Can the patient answer questions and carry out instructions?
7. Recognition of body parts and sidedness	9	Can he perform motor acts such as using a pencil, closing a safety pin, etc.?
8. Auditory-verbal comprehension	10	Ask the patient to read a few sentences and explain what he has read. If he cannot talk, write out instructions for him to carry out.
9. Performance of skilled motor acts	4	Ask him to repeat familiar series such as days of the week, seasons, or months.
10. Visual-verbal comprehension	5	Ask the patient to write his name and address, telephone number, and a simple sentence or ask him to write the name of an object with eyes open and with eyes closed.

TEN KIT 6

Psychological and Physiological Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 4

The student will administer and score one battery of tests including a WISC, Beery Test of Visual Motor Integration, revised ITPA, and Wide Range Achievement Test at the 90 per cent level of proficiency in the scoring of the individual tests. Each of these tests, test forms, and a stop watch will be checked out from the teacher supervisor. Obtaining test subjects will be the responsibility of the student. Once the tests have been administered and scored, they should be submitted to the teacher supervisor.

Psychological and Physiological Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 4

The student's report should be evluated on the basis of the administration and scoring of the WISC, ITPA, Beery Test of Visual Motor Integration, and Wide Range Achievement Test using the individual manuals for each test. The teacher supervisor should refer to these individual manuals for correct methods of administration and scoring.

On the WISC the instructor can evaluate on the basis of the ten subtests plus Digit Span, Performance Scale Score, Verbal Scale Score, and Full Scale Score. Thus, each of these scores will be worth seven points in determining proficiency.

On the ITPA the twelve subtests, the Child's Mean Scaled Score, and Psycholinguistic Age should be evaluated with each being worth seven points.

On the Wide Range Achievement Test the student should be evaluated on the correct scoring in arithmetic, spelling, and reading of grade level, scaled score, and percentile. Thus, each of these nine scores will be worth ten points.

On the Beery Developmental Test of Visual Motor Integration the student's correct scoring of each design, calculation of the subject's exact age in years and months, correct VMI Raw Score, and correct VMI Age Equivalent will be used to determine proficiency. For example, if the subject draws seven designs before reaching a ceiling, then these seven designs, age, VMI Raw Score and VMI Age Equivalent will each be worth ten points. The more designs the subject draws and the student correctly scores, the less the number of points each will be worth.

Psychological and Physiological Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 5

The student will check out a psychological evaluation of an LD child from the teacher supervisor and write an analysis of the report including the following:

a. Valid and invalid data

b. False assumptions

Once the analysis of the report has been completed, it should be submitted to the teacher supervisor for evaluation.

TEN KIT 6

Psychological and Physiological Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 5

1. The student should identify the following errors in the raw data (WISC Record Form) at the 90 percent level of proficiency:

   a. Birthdate computed wrong

   b. Digit Span raw score incorrectly transferred (4 instead of 8)

   c. Information raw score 12 rather than 11

   d. Vocabulary numbers 10, 12, 18 incorrectly scored, and number 24 should not be included as 5 errors have been made. Correct score is 24.

   e. Picture Completion should be 10 because 5 errors were made before number 7.

   f. Picture Arrangement number 6 is correct; therefore, examiner should have continued.

   g. Correct Verbal Scale Score should be 87 rather than 77.

   h. Correct Performance Scale Score should be 100 rather than 96.

   i. Full Scale Score should be 93 rather than 85.

2. The student should identify the following errors in the report of the WISC at the 90 percent level of proficiency:

   a. Variability is extreme--not slight--between verbal subtests.

   b. Judgment and informational resources established weaknesses.

   c. Vocabulary and Similarities were severely rather than slightly depressed.

   d. Skill on Block Design was not limited.

   e. Errors of 4 1/2 years M. A. should be 14 1/2.

   f. All summarizing conclusions were incorrect.

NOTE: Each of the identified errors is worth 5 points; therefore, missing more than 2 points will lower proficiency below the 90 percent level required. If the student fails to perform at the 90 percent level of proficiency, he should repeat the appropriate learning experiences.

TEN KIT 6

Psychological and Physiological Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 6

The student should write in narrative form the advantages of having a psychological and physical evaluation of a child in educational planning to meet his individual needs.

NOTE: This is an affective objective and will not be used to assess proficiency level for this kit; however, the student will be required to develop the specified narrative and may discuss it with his teacher supervisor.

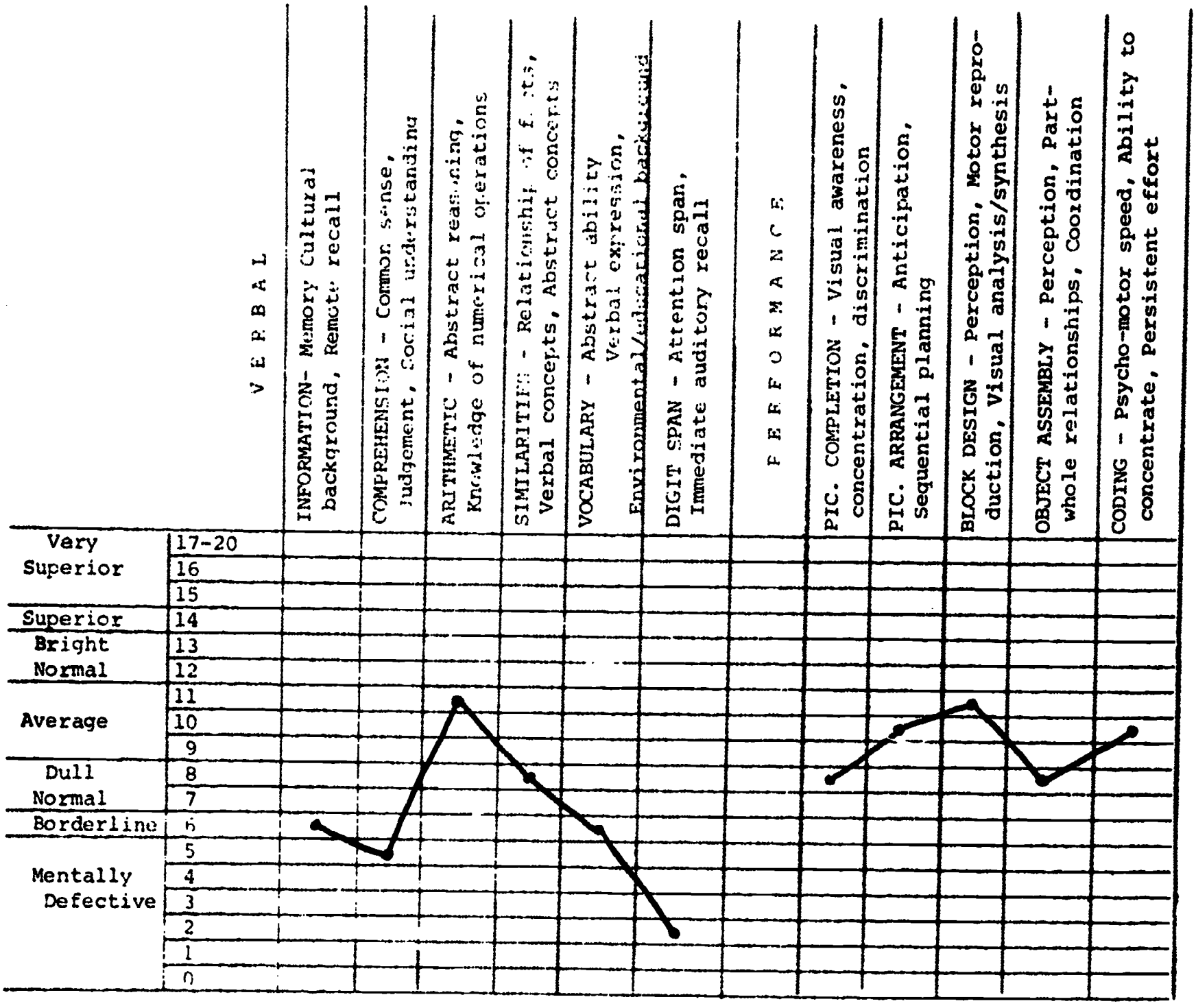
NAME_____ SCHOOL_____ AGE____ GRADE_____

TESTS ADMINISTERED AND STATISTICAL RESULTS:

✓ Wechsler Intelligence Scale for Children

____ Wechsler Adult Intelligence Scale

VERBAL IQ 77 %ile____ PERFORMANCE IQ 96 %ile TOTAL IQ 85 %ile



✓ Bender-Gestalt: Koppitz Score 6 Age Group Mean Score____

____ Peabody Picture Vocabulary Test: M.A.___ I.Q.___ Percentile____

____ Draw-A-Person: CA___ MA___ IQ___

____ Wide Range Achievement Test Actual Grade Placement____

Reading Grade___ SS___ %ile___

Spelling Grade___ SS___ %ile___

Arithmetic Grade___ SS___ %ile___

____ The Harris Tests of Lateral Dominance

Hand: ___Right ___Left ___Incomplete

Eye: ___Right ___Left ___Incomplete

Foot: ___Right ___Left ___Incomplete

Knowledge of Left and Right

___Confused ___Hesitant ___Normal

_____
Examining Psychologist

KUHNS, Steven
CASE NO. 091-030-364

OBSERVATIONS:

Steven was friendly and cooperative in a one to one situation and rapport was easily established and maintained throughout the testing situation. Overall, his speech, hearing and vision were also considered adequate for testing.

TEST EVALUATION:

The subject is currently functioning intellectually at the average range of abilities on the nonverbal tasks, at the upper limits of the Dull Normal range on the verbal tasks, and at the lower limits of the average range on the overall tasks. On the verbal tasks slight variability was revealed. Specifically, Steven demonstrated good skill in making mental computations of arithmetic problems and his performance was commensurate with a child 13 years 6 months old. Steven was extremely adept in his ability to make judgment decisions in a variety of social situations and to recall general knowledge and information that he has accumulated from his everyday experiences. On these tasks Steven functioned at the 8 year 2 month and 8 year 10 month level respectively. Moreover, Steven's skills in defining vocabulary words and his ability to compare and to see common features in concrete objects that are seemingly dissimilar in nature was only slightly depressed. His performance on this task was associated with a child 9 years 6 months and 10 years 6 months old. Finally, the 4 year 10 month level was attained in the recall of a series of digits presented orally.

On the nonverbal tasks moderate variability was also noted. Specifically, Steven demonstrated limited skill in the reproduction of three dimensional block designs and a performance resembling a child 4 1/2 years old was attained. However, the 10 1/2 and 12 1/2 year old level was achieved by Steven on tasks requiring him to assemble puzzle-like pieces into a meaningful whole and in the arrangement of socially-oriented stimuli into a logical sequence of events. Finally, Steven's performance was slightly below age level on tasks requiring him to make visual identification of familiar objects from his environment and in further differentiating essential from non-essential items on those objects and in associating numbers with symbols and then reproducing these symbols. Steven functioned at the 10 1/2 to the 12 1/2 year old level on these tasks.

In summary, test data indicate that Steven's best mode of learning is likely to be through auditory rather than visual channels. In general he appears to have demonstrated well developed abstract conceptual skills and appropriate reasoning and judgement. Steven seems to be an extremely mature child who is capable of setting his own limits in the classroom and would therefore require little structure and support in most academic areas.

WISC RECORD FORM

NAME _____ AGE 11-10 SEX M

ADDRESS

PARENT'S NAME

SCHOOL GRADE

REFERRED BY

	Year	Month	Day		Scaled Score	IQ
Date Tested	71	10	4	Verbal Scale	32 *	77
Date of Birth	59	12	4	Performance Scale	47 *	96
Age	12	10	0	Full Scale	79	85

*Prorated if necessary

		Raw Score	Scaled Score
VERBAL TESTS			
Information	5-6	11	6
Comprehension	8-2	9	5
Arithmetic	13-6	12	11
Similarities	7-6	9	8
Vocabulary	9-6	29	6
(Digit Span)	11-0	4	2
Sum of Verbal Tests		38/32	
PERFORMANCE TESTS			
Picture Completion	10-6	11	8
Picture Arrangement	12-6	30	10
Block Design	14-6	35	11
Object Assembly	10-6	22	8
Coding	12-2	44	10
(Mazes)			
Sum of Performance Tests		47	

NOTES

Examiner

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The Psychological Corporation 304 East 45th Street New York, N Y 10017
70 260 AS

1. INFORMATION	Score 1 or 0		Score 1 or 0		Score 1 or 0
1. Ears	1	11. Season—Year S, W, F, Sp	1	21. Pounds—Ton	
2. Finger	1	12. Color—Rubies RED		22. Capital—Greece	
3. Legs	1	13. Sun—Set EAST	0	23. Turpentine	
4. Animal—Milk COW	1	14. Stomach D.K.	0	24. New York—Chicago	
5. Water—Boil HEAT	1	15. Oil—Float DK.	0	25. Labor Day	
6. Store—Sugar GROCERY	1	16. Romeo—Juliet DK.	0	26. South Pole	
7. Pennies 5	1	17. Fourth—July BIRTHDAY	0	27. Barometer	
8. Days—Week 7	1	18. C.O.D.		28. Hieroglyphic	
9. Discoverer—America C.C.	1	19. American—Man		29. Genghis Khan	
10. Things—Dozen 12		20. Chile		30. Lien	
					11

2. COMPREHENSION	Score 2, 1 or 0
1. Cut—Finger PUT A BANDAID ON IT	2
2. Lose—Balls (Dolls) BUY A NEW ONE	2
3. Loaf—Bread GO TO ANOTHER STORE	2
4. Fight FIGHT HIM BACK	0
5. Train—Track YELL AT THEM TO STOP	1
6. House—Brick TORNADO WILL BLOW IT DOWN	1
7. Criminals ROBBING BANKS AND CRIMES	1
8. Women—Children DK & DK	0
9. Bills—Check THERE ISN'T ENOUGH CASH &	0
10. Charity—Beggar BEGGAR COULD BE A RUBBER	0
11. Government—Examinations	
12. Cotton—Fiber	
13. Senators	
14. Promise—Kept	
	9

3. ARITHMETIC			
Problem	Response	Time	Score 1 or 0
1. 45"			1
2. 45"			1
3. 45"			1
4. 30"	2	1	1
5. 30"	6	1	1
6. 30"	14	1	1
7. 30"	7	1	1
8. 30"	21	3	1
9. 30"	14	5-	1
10. 30"	16	13	0
11. 30"	9	5-	1
12. 60"	10	8	1
13. 30"	9	12	0
14. 60"	40	16	1
15. 120"	100	21	0
16. 120"	14	10	0
			12

4. SIMILARITIES	Score 1 or 0
1. Lemons—Sugar SWEET	1
2. Walk—Throw ARMS	1
3. Boys—Girls LADIES	1
4. Knife—Glass OBJECTS	0
5. Plum—Peach BOTH HAVE SEEDS	Score 2, 1 or 0 1
6. Cat—Mouse ANIMALS	2
7. Beer—Wine LIQUOR	2
8. Piano—Violin INSTRUMENTS	1
9. Paper—Coal COME IN PACKAGE	0
10. Pound—Yard DK	0
11. Scissors—Copper Pan DK	0
12. Mountain—Lake	
13. Salt—Water	
14. Liberty —Justice	
15. First—Last	
16. 49—121	
	9

SUPPLEMENTARY TESTS

DIGIT SPAN

Digits Forward	Score (Circle)	Digits Backward	Score (Circle)
3-8-6	3	2-5	2
6-1-2	3	6-3	2
3-4-1-7	(4)	5-7-4	3
6-1-5-8	4	2-5-9	3
8-4-2-3-9	5	7-2-9-6	(4)
5-2-1-8-6	5	8-4-9-3	4
3-8-9-1-7-4	6	4-1-3-5-7	5
7-9-6-4-8-3	6	9-7-8-5-2	5
5-1-7-4-2-3-8	7	1-6-5-2-9-8	6
9-8-5-2-1-6-3	7	3-6-7-1-9-4	6
1-6-4-5-9-7-6-3	8	8-5-9-2-3-4-2	7
2-9-7-6-3-1-5-4	8	4-5-7-9-2-8-1	7
5-3-6-7-1-2-4-6-9	9	6-9-1-6-3-2-5-8	8
4-2-6-9-1-7-8-3-5	9	3-1-7-9-5-4-8-2	8

F. 4 + B 4 = 3
Highest numbers circled

MAZES

Maze	Max. Errors	Errors	Score
A 20"	2		0 1 2
B. 30"	2		0 1 2
C. 30"	2		0 1 2
1. 30"	3		0 1 2 3
2. 45"	3		0 1 2 3
3. 60"	5		0 1 2 3
4. 120"	6		0 1 2 3
5. 120"	8		0 1 2 3

Notes:

	Score 2 or 0	VOCABULARY
1. Bicycle	2	YOU RIDE IT
2. Knife	2	YOU CAN CUT THINGS
3. Hat	2	WHAT YOU WEAR ON YOUR HEAD
4. Letter	2	WHAT YOU WRITE TO A FRIEND
5. Umbrella	2	SOMETHING TO PUT OVER YOU IN THE RAIN
	Score 2 1 or 0	
6. Cushion	2	A PILLOW & YOU CAN SIT ON IT OR LAY ON IT
7. Nail	2	IT HURTS Ψ IT'S SHARP & POINTED WITH A HEAD ON IT
8. Donkey	2	AN ANIMAL WITH LONG EARS
9. Fur	2	HAIR
10. Diamond	1	IT HAS SIX SIDES & IT SPARKLES
11. Join	1	JOIN BOY SCOUTS
12. Spade	1	IT'S LIKE A CLOVER WITH A STEM
13. Sword	1	SOMETHING YOU FIGHT WITH
14. Nuisance	0	DK
15. Brave	2	YOU'RE NOT AFRAID OF SNAKES
16. Nonsense	0	DK
17. Hero	2	YOU SAVE SOMEBODY
18. Gamble	1	YOU PLAY CARDS Ψ
19. Nitroglycerine	0	DK
20. Microscope	0	SEE STARS FAR AWAY
21. Shilling	0	A COIN IN ENGLAND
22. Fable	0	DK
23. Belfry	0	DK
24. Espionage	2	ABOUT SPYING
25. Stanza		
26. Seclude		
27. Spangle		
28. Hara-Kiri		
29. Recede		
30. Affliction		
31. Ballast		
32. Catacomb		
33. Imminent		
34. Mantis		
35. Vesper		
36. Aseptic		
37. Chattel		
38. Dilatory		
39. Flout		
40. Traduce		
	29	

6. PICTURE COMPLETION

	Score 1 or 0
1. Comb	1
2. Table	1
3. Fox	1
4. Girl	1
5. Cat	0
6. Door	1
7. Hand	1
8. Card	1
9. Scissors	1
10. Coat	1
11. Fish	0
12. Screw	1
13. Fly	0
14. Rooster	0
15. Profile	0
16. Thermometer	0
17. Hat	1
18. Umbrella	0
19. Cow	0
20. House	0
	11

7. PICTURE ARRANGEMENT

Arrangement		Time	Order	Score
A. Dog	75"	1/2	—	0 — 1 ABC — (2)
B. Mother	75"			0 — 1 OVT — (2)
C. Train	60"			0 — 1 IR ON — (2)
D. Scale	45"			0 — (2)
(Fight)				
1. Fire	45"	12	FIRE	0 — 4 — (5) — 6 — 7 FIRE
2. Burglar	45"	9	THUG	0 — 4 — 5 — (6) — 7 THUG
3. Farmer	45"	6	QRST	0 — 4 — 5 — (6) — 7 QRST OR SQRT
4. Picnic	45"	12	EFHG	0 — 4 — (5) — 6 — 7 EFGH OR EFHG
5. Sleeper	60"	11	EPICT	(0) — 4 — 5 — 6 — 7 PERCY
6. Gardener	75"	19	FSIHER	(0) — 4 — 5 — 6 — 7 FISHER OR FSIHER
7. Rain	75"			0 2 MOTEAR ASTEMR — 4 — 5 — 6 — 7 MASTER

30

8. BLOCK DESIGN

Design	Time	Pass Fail	Score
A. 45"	1	P	(1)
	2		0 1
B. 45"	1	P	(2)
	2		0 1
C. 45"	1	P	(2)
	2		0 1
1. 75"	7	P	0 — 4 — 5 — 6 — (7)
2. 75"	16	P	0 — 4 — (5) — 6 — 7
3. 75"	19	P	0 — 4 — 5 — (6) — 7
4. 75"	20	P	0 — 4 — (5) — 6 — 7
5. 150"	38	P	0 — 4 — 5 — (6) — 7
6. 150"	90	F	(0) — 4 — 5 — 6 — 7
7. 150"	120	F	(0) — 4 — 5 — 6 — 7

35

9. OBJECT ASSEMBLY

Object	Time	Score
Man 120"	13	0 1 2 3 4 5 (6) 7
Horse 180"	24	0 1 2 3 4 5 6 (7) 8 9
Face 90"	150	0 1 2 3 (4) 5 6 7 8 9
Arm 180"	414	0 1 2 3 4 (5) 6 7 8 9

22

Notes:

CODING A

(5-7)

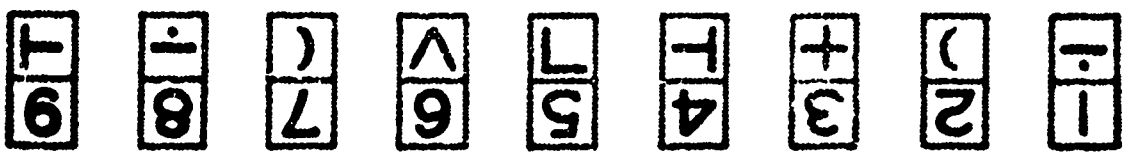
SAMPLE

BEST COPY AVAILABLE

TIME (120') NO. RIGHT SCORE .....

CODING B

(8-15)



SAMPLE

TIME (120') NO. RIGHT SCORE .....

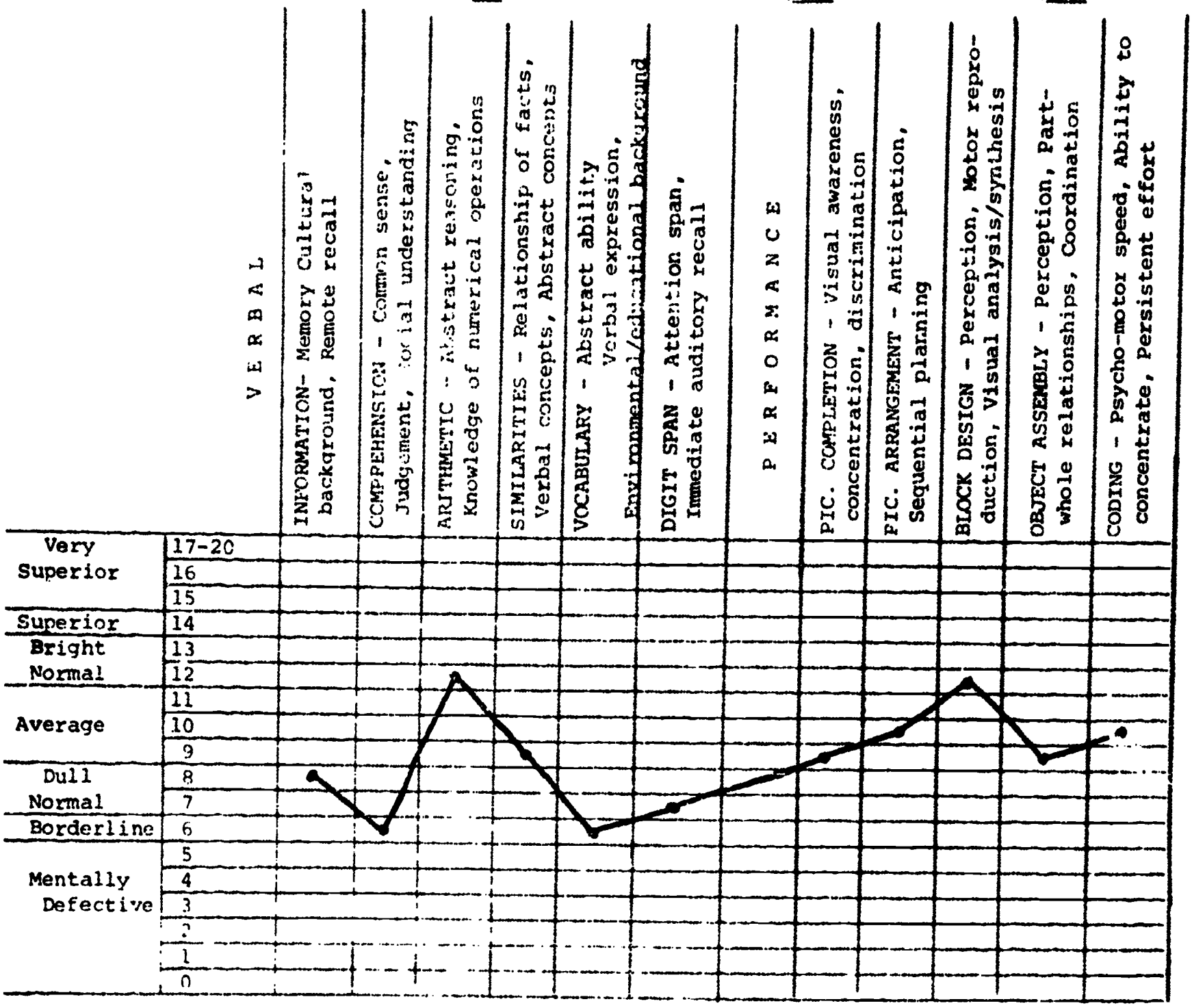
NAME _____ SCHOOL _____ AGE 11-10 GRADE MRI

TESTS ADMINISTERED AND STATISTICAL RESULTS:

✓ Wechsler Intelligence Scale for Children

___ Wechsler Adult Intelligence Scale

VERBAL IQ 97 %ile 42 PERFORMANCE IQ 100 %iles50 TOTAL IQ 93 %ile 32



✓ Bender-Gestalt: Koppitz Score 6 Age Group Mean Score ____

___ Peabody Picture Vocabulary Test: M.A. ___ I.Q. ___ Percentile ___

___ Draw-A-Person: CA ___ MA ___ IQ ___

✓ Wide Range Achievement Test Actual Grade Placement MRI

Reading Grade 3.5 SS 78 %ile 7

Spelling Grade 3.5 SS 82 %ile 7

Arithmetic Grade 5.6 SS 92 %ile 21

___ The Harris Tests of Lateral Dominance

Hand: ✓ Right ___ Left ___ Incomplete

Eye: ✓ Right ___ Left ___ Incomplete

Foot: ✓ Right ___ Left ___ Incomplete

Knowledge of Left and Right

___ Confused ___ Hesitant ✓ Normal

*

_____

Examining Psychologist

OBSERVATIONS:

XXXXXX was friendly and cooperative in a one to one situation and rapport was easily established and maintained throughout the testing situation. Overall, his speech, hearing and vision were also considered adequate for testing.

TEST EVALUATION:

The subject is currently functioning intellectually at the average range of abilities on the nonverbal tasks, at the upper limits of the Dull Normal range on the verbal tasks, and at the lower limits of the average range on the overall tasks. On the verbal tasks moderate variability was revealed with an average age of 9 years 9 months recorded for these tasks. Specifically, XXXXXX demonstrated good skill in making mental computations of arithmatic problems and his performance was commensurate with a child 13 years 10 months old. However, XXXXXX was slightly limited in his ability to make judgement decisions in a variety of social situations and to recall general knowledge and information that he has accumulated from his everyday experiences. On these tasks XXXXXX functioned at the 8 year 2 month and 9 year 10 month level respectively. Moreover, XXXXXX's skills in defining vocabulary words and his ability to compare and to see common features in concrete objects that are seemingly dissimilar in nature was slightly depressed. His performance on this task was associated with a child 8 years 10 months and 10 years 6 months old. Finally, the 7 1/2 year old level was attained in the recall of a series of digits presented orally.

On the nonverbal tasks moderate variability was also noted with an average age of 11 years, 11 months recorded for these tasks. Specifically, XXXXXX demonstrated an exceptional skill in the reproduction of three dimensional block designs and a performance resembling a child 14 1/2 years old was attained by XXXXXX. However, the 10 1/2 and 12 1/2 year old level was achieved by XXXXXX on tasks requiring him to assemble puzzle-like pieces into a meaningful whole and in the arrangement of socially-oriented stimuli into a logical sequence of events. Finally, XXXXXX's performance was slightly below age level on tasks requiring him to make visual identification of familiar objects from his environment and in further differentiating essential from non essential items on those objects and in associating numbers with symbols and then reproducing these symbols. XXXXXX functioned at the 10 1/2 to the 11 1/2 year old level on these tasks.

On the Bender Gestalt XXXXXX evidenced significant difficulty in visual motor tasks with his performance associated with the second grade level. XXXXXX's errors consisted of distortion of shape, failure to integrate the parts, and rotation of the figures. His general functioning on this task is suggestive of a child with a minimal brain injury.

On the Wide Range Achievement Test XXXXXXX attained a spelling grade level of 3.5 with a standard score of 78. His spelling skills consisted of writing his name, copying a series of simple geometric designs, and writing numerous one syllable words. Although XXXXXX misspelled many of the words he displayed good skill at writing the words according to their sound. Furthermore, a reading grade level of 3.5 was achieved with a standard score of 78. His

TEST EVALUATION Continued:

skills on this section included reading a series of letters of the alphabet and recognizing numerous one syllable words. However, he also demonstrated difficulty with medial and final vowel and consonant sounds on many of the words. Finally, an arithmetic grade level of 5.0 was achieved with a standard score of 88. On the oral section he was able to count 15 dots, read a series of one and two digit numbers, and make mental computations of simple addition and subtraction problems. On the written section XXXXXX was able to work numerous one and two column addition and subtraction problems, work a couple of simple multiplication and division problems, and reduce and subtract simple fractions. Overall, the subject is functioning at a grade level commensurate with his currently reported intellectual abilities.

OBSERVATIONS:

[redacted] was friendly and cooperative in a one to one situation and rapport was easily established and maintained throughout the testing situation. Overall, his speech, hearing and vision were also considered adequate for testing.

TEST EVALUATION:

The subject is currently functioning intellectually at the average range of abilities on the nonverbal tasks, at the upper limits of the Dull Normal range on the verbal tasks, and at the lower limits of the average range on the overall tasks. On the verbal tasks slight variability was revealed [redacted]. Specifically, [redacted] demonstrated good skill in making mental computations of arithmatic problems and his performance was commensurate with a child 13 years [redacted] months old. [redacted], [redacted] was [redacted] in his ability to make judgement decisions in a variety of social situations and to recall general knowledge and information that he has accumulated from his everyday experiences. On these tasks [redacted] functioned at the 8 year 2 month and [redacted] year 10 month level respectively. Moreover, [redacted]'s skills in defining vocabulary words and his ability to compare and to see common features in concrete objects that are seemingly dissimilar in nature was slightly depressed. His performance on this task was associated with a child [redacted] years [redacted] months and 10 years 6 months old. Finally, the [redacted] year [redacted] level was attained in the recall of a series of digits presented orally.

On the nonverbal tasks moderate variability was also noted. [redacted]. Specifically, [redacted] demonstrated a limited skill in the reproduction of three dimensional block designs and a performance resembling a child [redacted] 1/2 years old was attained. [redacted]. However, the 10 1/2 and 12 1/2 year old level was achieved by [redacted] on tasks requiring him to assemble puzzle-like pieces into a meaningful whole and in the arrangement of socially-oriented stimuli into a logical sequence of events. [redacted]'s performance was slightly below age level on tasks requiring him to make visual identification of familiar objects from his environment and in further differentiating essential from non essential items on those objects and in associating numbers with symbols and then reproducing these symbols. [redacted] functioned at the 10 1/2 to the [redacted] 1/2 year old level on these tasks.

On the Bender Gestalt [redacted] evidenced significant difficulty in visual motor tasks with his performance associated with the second grade level. [redacted]'s errors consisted of distortion of shape, failure to integrate the parts, and rotation of the figures. His general functioning on this task is suggestive of a child with a minimal brain injury.

On the Wide Range Achievement Test [redacted] attained a spelling grade level of 3.5 with a standard score of 78. His spelling skills consisted of writing his name, copying a series of simple geometric designs, and writing numerous one syllable words. Although [redacted] misspelled many of the words he displayed good skill at writing the words according to their sound. Furthermore, a reading grade level of 3.5 was achieved with a standard score of 78. His

TEST EVALUATION Continued:

skills on this section included reading a series of letters of the alphabet and recognizing numerous one syllable words. However, he also demonstrated difficulty with medial and final vowel and consonant sounds on many of the words. Finally, an arithmetic grade level of 5.0 was achieved with a standard score of 88. On the oral section he was able to count 15 dots, read a series of one and two digit numbers, and make mental computations of simple addition and subtraction problems. On the written section [illegible] was able to work numerous one and two column addition and subtraction problems, work a couple of simple multiplication and division problems, and reduce and subtract simple fractions. Overall, the subject is functioning at a grade level commensurate with his currently reported intellectual abilities.

In summary, test data indicate that Steven's best mode of learning is likely to be through auditory rather than visual channels. In general he appears to have demonstrated well developed abstract conceptual skills and appropriate reasoning and judgement. Steven seems to be an extremely mature child who is capable of setting his own limits in the classroom and would therefore require little structure and support in most academic areas.

WISC RECORD FORM

NAME _____ AGE 11-10 SEX M

ADDRESS _____

PARENT'S NAME _____

SCHOOL _____ GRADE MBI

REFERRED BY _____

	Year	Month	Day		Scaled Score	IQ
Date Tested	70	21	4	Verbal Scale	40	87
Date of Birth	59	12	4	Performance Scale	50	100
Age	11	10	0	Full Scale	90	93
	11-10			*Prorated if necessary		

	Raw Score	Scaled Score	
VERBAL TESTS			(9-9)
Information	12	8	9-10
Comprehension	9	6	8-2
Arithmetic	12	12	13-10
Similarities	9	9	10-6
Vocabulary	27	6	8-10
(Digit Span)	8	7	7-6
Sum of Verbal Tests		48	(11-11)
PERFORMANCE TESTS			
Picture Completion	11	9	10-1
Picture Arrangement	30	10	12-6
Block Design	35	12	14-6
Object Assembly	22	9	10-6
Coding	41	10	11-6
(Mazes)			
Sum of Performance Tests		50	

NOTES

_____

Examiner

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1. INFORMATION	Score 1 or 0		Score 1 or 0		Score 1 or 0
1. Ears	1	11. Season—Year S, W, F, S	1	21. Pounds—Ton	
2. Finger	1	12. Color—Rubies RED	1	22. Capital—Greece	
3. Legs	1	13. Sun—Set EAST	0	23. Turpentine	
4. Animal—Milk COW	1	14. Stomach D. N.	0	24. New York—Chicago	
5. Water—Boil HEAT	1	15. Oil—Float D. N.	0	25. Labor Day	
6. Store—Sugar GROCERY	1	16. Romeo—Juliet D. N.	0	26. South Pole	
7. Pennies 5	1	17. Fourth—July BIRTHDAY	0	27. Barometer	
8. Days—Week 7	1	18. C.O.D.		28. Hieroglyphic	
9. Discoverer—America C.C.	1	19. American—Man		29. Genghis Khan	
10. Things—Dozen 12		20. Chile		30. Lion	
					12

2. COMPREHENSION	Score 2, 1 or 0
1. Cut—Finger PUT A BANDAID ON IT	2
2. Lose—Balls (Dolls) BUY A NEW ONE	2
3. Loaf—Bread GO TO ANOTHER STORE	2
4. Fight FIGHT HIM BACK	0
5. Train—Track YELL AT THEM TO STOP	1
6. House—Brick TORNADO WILL BLOW IT DOWN	1
7. Criminals ROBBING BANKS & CRIMES	1
8. Women—Children D.N. Q: D.N.	0
9. Bills—Check THERE ISN'T ENOUGH CASH Q: DN	0
10. Charity—Beggar BEGGAR COULD BE A ROBBER	0
11. Government—Examinations	
12. Cotton—Fiber	
13. Senators	
14. Promise—Kept	
	9

3. ARITHMETIC			
Problem	Response	Time	Score 1 or 0
1. 45"			1
2. 45"			1
3. 45"			1
4. 30"	2	1	1
5. 30"	6	1	1
6. 30"	14	1	1
7. 30"	7	1	1
8. 30"	21	3	1
9. 30"	14	5	1
10. 30"	16	13	0
11. 30"	9	5	1
12. 60"	10	8	1
13. 30"	9	12	0
14. 60"	40	16	1
15. 120"	$1.00	21	0
16. 120"	$14	10	0
			12

4. SIMILARITIES	Score 1 or 0
1. Lemons—Sugar SWEET	1
2. Walk—Throw ARMS	1
3. Boys—Girls LADIES	1
4. Knife—Glass OBJECTS	0
5. Plum—Peach BOTH HAVE SEEDS Q:D.N.	Score 2, 1 or 0 — 1
6. Cat—Mouse BOTH ARE ANIMALS	2
7. Beer—Wine BOTH ARE LIQUOR	2
8. Piano—Violin BOTH ARE INSTRUMENTS	1
9. Paper—Coal BOTH COME IN A PACKAGE	0
10. Pound—Yard D.N. Q:D.N.	0
11. Scissors—Copper Pan D N Q:D.N	0
12. Mountain—Lake	
13. Salt—Water	
14. Liberty—Justice	
15. First—Last	
16. 49—121	
	9

SUPPLEMENTARY TESTS

DIGIT SPAN

Digits Forward	Score (Circle)	Digits Backward	Score (Circle)
3-8-6	3	2-5	2
6-1-2	3	6-3	2
3-4-1-7	(4)	5-7-4	3
6-1-5-8	4	2-5-9	3
5-4-2-3-9	5	7-2-9-6	(4)
5-4-1-8-6	5	8-4-9-3	4
3-8-9-1-7-4	6	4-1-3-5-7	5
7-9-6-4-8-3	6	9-7-8-5-2	5
5-1-7-4-2-3-8	7	1-6-5-2-9-8	6
9-8-5-2-1-6-3	7	3-6-7-1-9-4	6
1-6-4-5-9-7-6-3	8	8-5-9-2-3-4-2	7
2-9-7-6-3-1-5-4	8	4-5-7-9-2-8-1	7
5-3-8-7-1-2-4-6-9	9	6-9-1-6-3-2-5-8	8
4-2-6-9-1-7-8-3-5	9	3-1-7-9-5-4-8-2	8

F 4 + B 4 = 8
Highest numbers circled

MAZES

Maze	Max. Errors	Errors	Score
A. 30"	2		0 1 2
B. 30"	2		0 1 2
C. 30"	2		0 1 2
1. 30"	3		0 1 2 3
2. 45"	3		0 1 2 3
3. 60"	5		0 1 2 3
4. 120"	6		0 1 2 3
5. 120"	8		0 1 2 3

Notes:

	Score 2 or 0	5. VOCABULARY
1. Bicycle	2	
2. Knife	2	YOU CAN CUT THINGS
3. Hat	2	WHAT YOU WEAR ON YOUR HEAD
4. Letter	2	WHAT YOU WRITE TO A FRIEND
5. Umbrella	2	SOMETHING TO PUT OVER YOU IN THE RAIN
	Score 2, 1 or 0	
6. Cushion	2	A PILLOW Q: YOU CAN SIT ON IT OR LAY ON IT
7. Nail	1	IT HURTS Q ITS SHARP + POINTED WITH A HEAD
8. Donkey	2	AN ANIMAL WITH LONG EARS
9. Fur	2	HAIR Q: TRADERS TRADE FUR
10. Diamond	1	IT HAS 6 SIDES Q: IT SPARKLES
11. Join	1	JOIN BOY SCOUTS Q: SOMEBODY NEW JOINS A CLASS
12. Spade	1	ITS LIKE A CLOVER WITH A STEM
13. Sword	1	SOMETHING YOU FIGHT WITH IN THE WAR
14. Nuisance	0	D.N. Q: D.N.
15. Brave	2	YOU ARE NOT AFRAID OF SNAKES
16. Nonsense	0	D.N. Q: D.N.
17. Hero	2	YOU SAVE SOMEBODY
18. Gamble	1	YOU PLAY CARDS Q: IN SALONS IN LAS VEGAS
19. Nitroglycerine	0	D.N. Q: D.N.
20. Microscope	0	SEE STARS FAR AWAY
21. Shilling	1	A DOLLAR IN SPANISH
22. Fable	0	D.N. Q: D.N.
23. Belfry	0	D.N. Q: D.N.
24. Espionage	0	AN ASTRONAUT FROM RUSSIA
25. Stanza	0	WHEN YOU STAND UP
26. Seclude	0	D.N. Q: D.N.
27. Spangle		
28. Hara-Kiri		
29. Recede		
30. Affliction		
31. Ballast		
32. Catacomb		
33. Imminent		
34. Mantis		
35. Vesper		
36. Aseptic		
37. Chattel		
38. Dilatory		
39. Flout		
40. Traduce		

6. PICTURE COMPLETION

	Score 1 or 0
1. Comb TEETH	1
2. Table LOG	1
3. Fox EAR	1
4. Girl MOUTH	1
5. Cat FUR	0
6. Door HINGE	1
7. Hand F. N.	1
8. Card / SPADE	1
9. Scissors NUT	1
10. Coat B. HOLES	1
11. Fish SKIN	0
12. Screw GROOVE	1
13. Fly SKIN	0
14. Rooster SKIN	0
15. Profile NOTHING	0
16. Thermometer MERCURY	1
17. Hat B. HOLE	0
18. Umbrella LEATHER	0
19. Cow NOTHING	0
20. House GRASS	0
	11

7. PICTURE ARRANGEMENT

Arrangement		Time	Order	Score
A. Dog	75"	1/2		0 — 1 ABC — (2) ABC
B. Mother	75"			0 — 1 OYT — (2) MOM
C. Train	60"			0 — 1 IR ON — (2) TRAIN
D. Scale	45"			0 — (2) SCALE
(Fight)				
1. Fire	45"	12	FIRE	0 — 4 — (5) — 6-10: 6 — 1-5: 7 — FIRE
2. Burglar	45"	9	THUG	0 — 4 — 11-15: 5 — (6) — 1-5: 7 — THUG
3. Farmer	45"	6	QRST	0 — 4 — 11-15: 5 — (6) — 1-5: 7 — QRST OR SQRT
4. Picnic	45"	12	EFHG	0 — 4 — (5) — 6-10: 6 — 1-5: 7 — EFGH OR EFHG
5. Sleeper	60"	11	EPRCY	(0) — 4 — 16-20: 5 — 11-15: 6 — 1-10: 7 — PERCY
6. Gardener	75"	19	FSHIER	(0) — 4 — 21-30: 5 — 16-20: 6 — 1-15: 7 — FISHER OR FSHIER
7. Rain	75"			0 2 MSTEAR ASTEMR — 4 — 21-30: 5 — 16-20: 6 — 1-15: 7 — MASTER

30

8. BLOCK DESIGN

Design	Time	Pass-Fail	Score
A. 45"	3	P	(2) — 0 1
B. 45"	1/2	P	(2) — 0 1
C. 45"	3	P	(2) — 0 1
1. 75"	7	P	0 — 4 — 5 — 6 — (7)
2. 75"	16	P	0 — 4 — (5) — 6 — 7
3. 75"	19	P	0 — 4 — 5 — (6) — 7
4. 75"	20	P	0 — 4 — (5) — 6 — 7
5. 150"	38	P	0 — 4 — 5 — (6) — 7
6. 150"	1C	F	(0) — 4 — 5 — 6 — 7
7. 150"	1?	F	(0) — 4 — 5 — 6 — 7

35

9. OBJECT ASSEMBLY

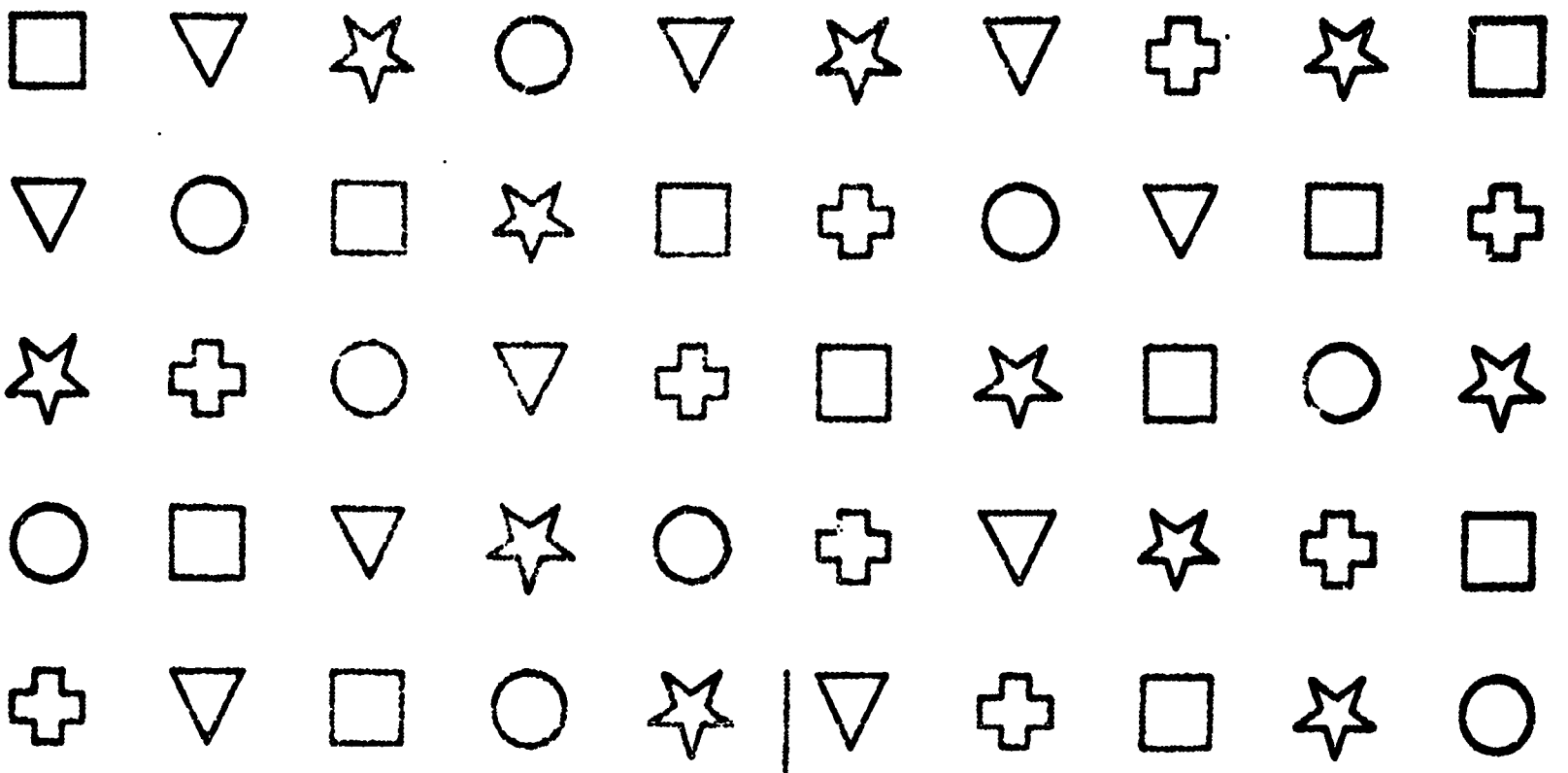
Object	Time	Score
Manikin	13	0 1 2 3 — 21-120: 4 — 16-20: 5 — (6) — 1-10: 7
Horse	24	0 1 2 3 4 5 — 31-180: 6 — (7) — 16-30: 8 — 1-15: 9
Face	180	1-TURONG 180 — 0 1 2 3 — (4) — 5 — 71-180: 6 — 46-70: 7 — 36-45: 8 — 1-35: 9
Auto	44	poor I.N.J. — 0 1 2 3 4 — (5) — 46-180: 6 — 31-45: 7 — 26-30: 8 — 1-25: 9

22

Notes:

VERY FRIENDLY - QUITE ACTIVE - EASILY DISTRACTED

TIME (:20) NO. RIGHT SCORE

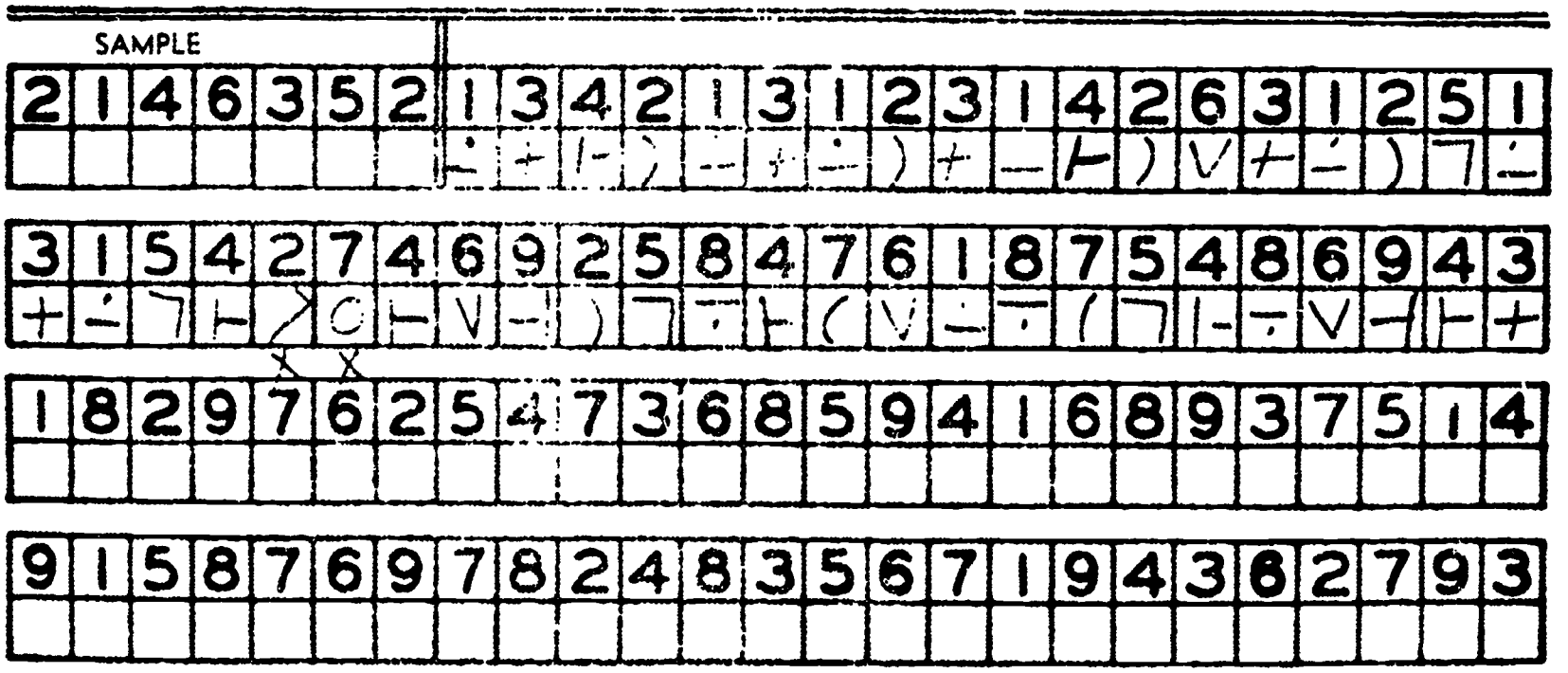


SAMPLE

CODING A
(5-7)

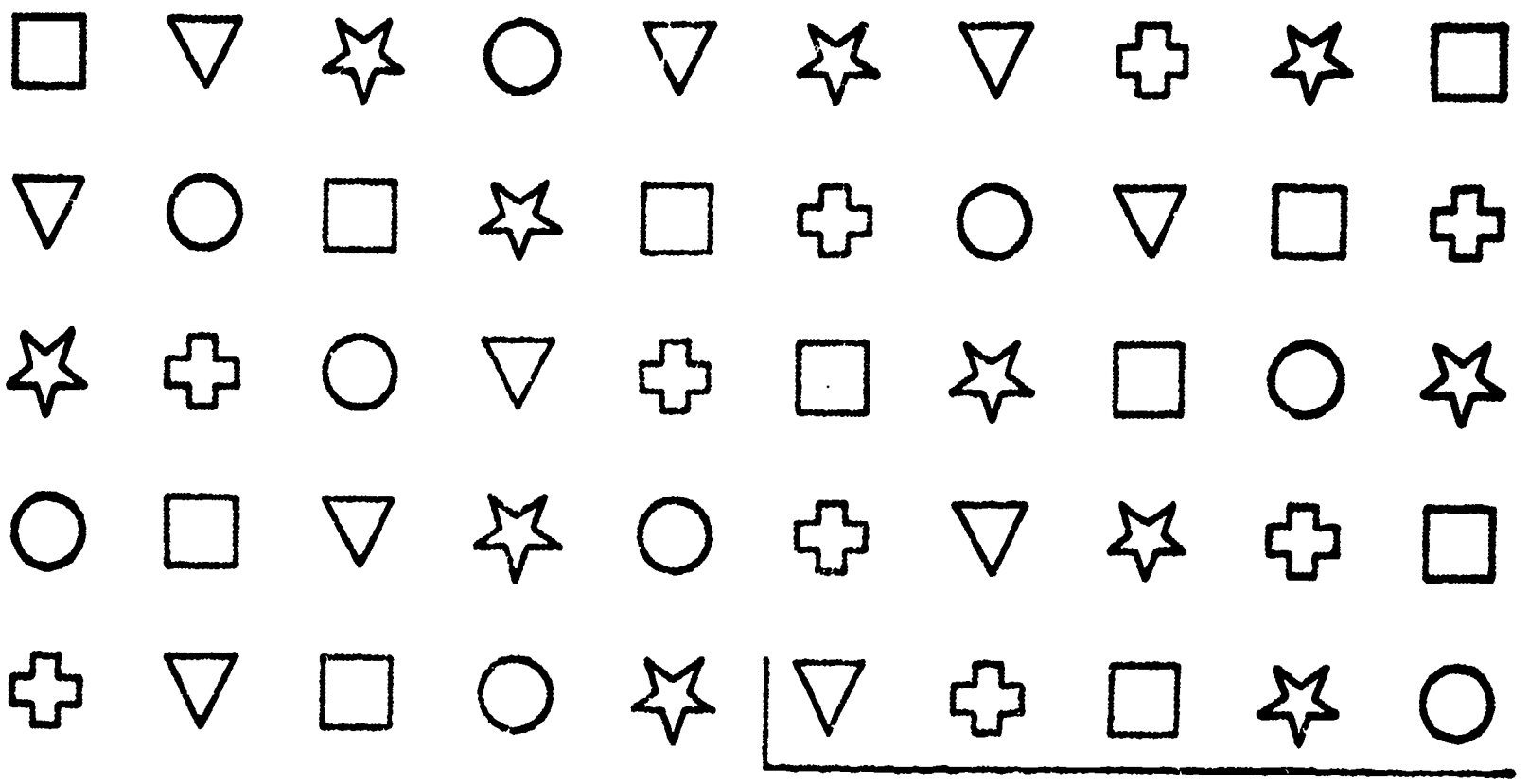
CODING B
(8-15)

SAMPLE



(:20) 120 SCORE (NO RIGHT) 41

SCORE NO. RIGHT TIME (120")



SAMPLE

CODING A
(5-7)

CODING B
(8-15)

1	2	3	4	5	6	7	8	9
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SAMPLE

2	1	4	6	3	5	2	1	3	4	2	1	3	1	2	3	1	4	2	6	3	1	2	5	1
							÷	+	⊢	)	÷	+	÷	)	+	÷	⊢	)	V	+	÷	)	¬	÷

3	1	5	4	2	7	4	6	9	2	5	8	4	7	6	1	8	7	5	4	8	6	9	4	3
+	÷	¬	⊢	>	O	⊢	V	⊣	)	¬	·	⊢	(	V	÷	·	(	¬	⊢	·	V	⊣	⊢	+

1	8	2	9	7	6	2	5	4	7	3	6	8	5	9	4	1	6	8	9	3	7	5	1	4

9	1	5	8	7	6	9	7	8	2	4	8	3	5	6	7	1	9	4	3	6	2	7	9	3

TIME (120") 120 SCORE (NO. RIGHT) 41